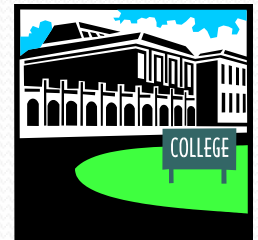
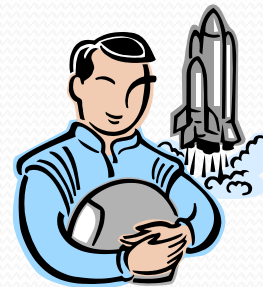


# **“Another Meeting???” ... The Importance of Collaboration in the IEP Transition Process**

**Andi Asel**  
Transition Specialist  
Arizona Department of Education  
Exceptional Student Services

# Objectives

- Understand 5 of the IEP transition planning components
- Identify the similarities between the IEP transition planning and ECAP processes
- Determine your role on the IEP team using NSTTAC predictors of postsecondary success
- Review your current participation in the IEP process and next steps



What is your experience with the IEP transition planning process?



**OK...First, What are the  
IEP transition planning  
components?**

**Wait!**  
What's  
an  
**IEP???**



# Individualized Education Plan

Sec. 300.320 of the Individuals with Disabilities Education Act 2004 ([idea.ed.gov](http://idea.ed.gov))

- A written statement for each child with a disability that is developed, reviewed, and revised in a meeting that must include:
  - A statement of present levels of academic achievement and functional performance,
  - A statement of measurable annual goals, including academic and functional goals,
  - A description of how the child's progress toward meeting goals will be measured,
  - A statement of special education and related services to be provided and statement of accommodations and modifications needed to be involved and make progress in the general curriculum,
  - Plus, additional requirements

THANK YOU!!



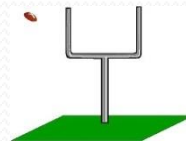
# Definition of IEP Transition Planning Process

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

(20 U.S.C. §1416(a)(3)(B))

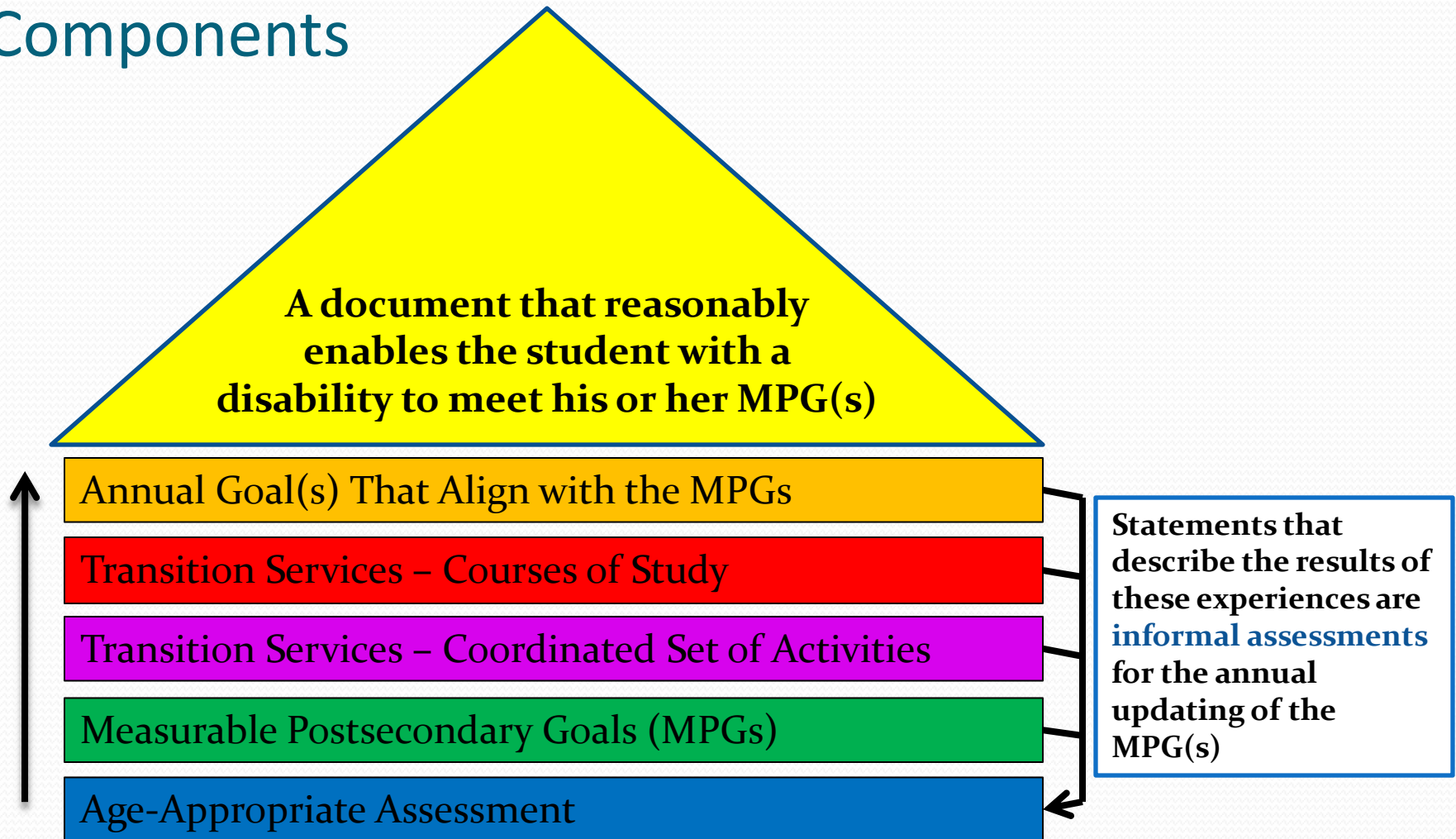
# IEP Transition Components required by age 16

- ☐ **Measurable postsecondary goals**
- ☐ Updated annually
- ☐ **Based upon age-appropriate transition assessments**
- ☐ **Coordinated set of activities/transition services**
- ☐ **Course of study/transition services**
- ☐ **Annual IEP goals**
- ☐ Student invitation
- ☐ Outside agency invitation, with prior consent





# Relationship of the Secondary IEP Transition Components



# Good to know! Now...

## How does the transition plan compare to the ECAP?

(and why does it seem like we're all doing the same thing???)

# Arizona IEP & ECAP Crosswalk

## IEP Components

### 1. Measureable Postsecondary Goals (MPGs):

- A. Employment:** After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for employment.
- B. Postsecondary Educational and/or Training:** After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for postsecondary education and/or training.
- C. Independent Living:** After graduation outcome statement based on an age-appropriate assessment that identifies the student's strengths, interests, and preferences for independent living.

## ECAP Attributes

**Career Goals:** that include identifying career plans, options, interests, and skills; exploring entry level opportunities; and evaluating educational requirements.

**Postsecondary Education Goals:** include progress toward meeting admission requirement, completing application forms, and creating financial assistance plans.

No direct crosswalk item from the ECAP; however, there may be assessment information that informs the IEP team of the need for an independent living goal.

# Arizona IEP & ECAP Crosswalk

## IEP Components

**2. Annually Updated MPGs:** evidence that the MPGs are updated annually (i.e. signature on IEP, phone log, or other evidence)

**3. MPGs are based upon age-appropriate transition assessments:** evidence of assessment information used to identify strengths, preferences, and interests, as well as evidence of how the assessment information leads to the MPGs that were written

## ECAP Attributes

ECAPS are required to be reviewed and revised at least once annually.

If results are documented on how the student performed the ECAP attributes, the information can be used as an informal assessment for writing MPGs

# Arizona IEP & ECAP Crosswalk

## IEP Components

**4. Transition Services/Activities:** is a coordinated set of activities that address needs in the areas of: *Instruction, community Experiences, Related Services, Employment, Post-School Adult Living, and, if appropriate, Daily Living Skills & Functional Vocational Assessments* that are designed to enable the student to meet MPGs

**5. Courses of Study:** focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school and are designed to enable the student to meet the MPGs

## ECAP Attributes

**Extracurricular Activity Goals:** that include documenting participation in clubs, organizations, athletics, fine arts, community service, recreational activities, volunteer activities, work-related activities, leadership opportunities, and other activities

**Academic Goals:** that include identifying and planning the coursework necessary to achieve the high school graduation requirements and pursue postsecondary education and career options; analyzing assessment results to determine progress and identify needs for intervention and advisement; and documenting academic achievement

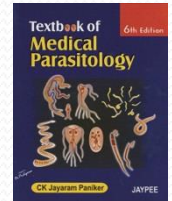
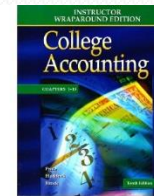
**Got it!! So, what is my  
role in the IEP transition  
process?**

# Predictors of Success

- Career Awareness
- Community Experiences
- Interagency Collaborations
- Paid Employment/Work Experience
- Program of Study
- Self-Determination/Self-Advocacy
- Student Support
- Vocational Education



COLLEGE



CAREER



- National Secondary Transition Technical Assistance Center (<http://www.nsttac.org/content/predictor-resources>)



With all that said....

What will be your  
contribution to the IEP  
transition planning process?





## Questions and Answers

- ❑ What is one “aha!” moment you had?
- ❑ What will you change?
- ❑ Is there something that you were expecting/hoping for that wasn't addressed?

**Thank YOU!**



# Contact Information

## Arizona Department of Education, Exceptional Student Services, Special Projects, Secondary Transition

Susan Voirol, Education Program Specialist Transition  
(602) 542-7882  
**Susan.Voirol@azed.gov**

Ana Núñez, Education Program Specialist Transition  
(602) 542-4195  
**Ana.Nunez@azed.gov**

Andi Asel, Education Program Specialist Transition  
(602) 542-3153  
**Andi.Asel@azed.gov**

1535 W Jefferson, Phoenix Arizona 85007  
**Web Address: <http://www.azed.gov/special-education>**